DOCUMENT RESUME

ED 032 359 UD 007 942

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1968 ABC Summer Program.

Mount Holyoke Coll., South Hadley, Mass.
Pub Date 68
Note-54p.
EDRS Price MF-$0.25 HC-$2.80
Descriptors-Admission Criteria, Cocurricular Activities, *Disadvantaged Youth, English, *Enrichment Programs, *High School Students, Low Achievers, Mathematics, Program Descriptions, Program Evaluation, *Summer Programs, *Talent Identification, Tutoring
Identifiers-ABC, A Better Chance, Independent Schools Talent Search, Massachusetts, Mount Holyoke College, South Hadley

A talent development project at Mount Holyoke College, part of A Better Chance (ABC)-Independent Schools Talent Search program, was offered during the summer of 1968 to 71 disadvantaged high school students from 13 states. Major aims of the program were to help these students with college potential to strengthen their academic skills and achievement, and encourage them to seek college admission. Curriculum stressed mathematics and English was offered in small classes. Resident tutors supervised daily ev- -tivities were also included in the ABC program. Although the program was available for only six weeks (instead of the eight-week sessions of previous years), the students left with a greater awareness of their capabilities and of the scope of learning. For reports of 1966 and 1967 ABC programs, see ED 024 098 and ED 020 288. (NH)

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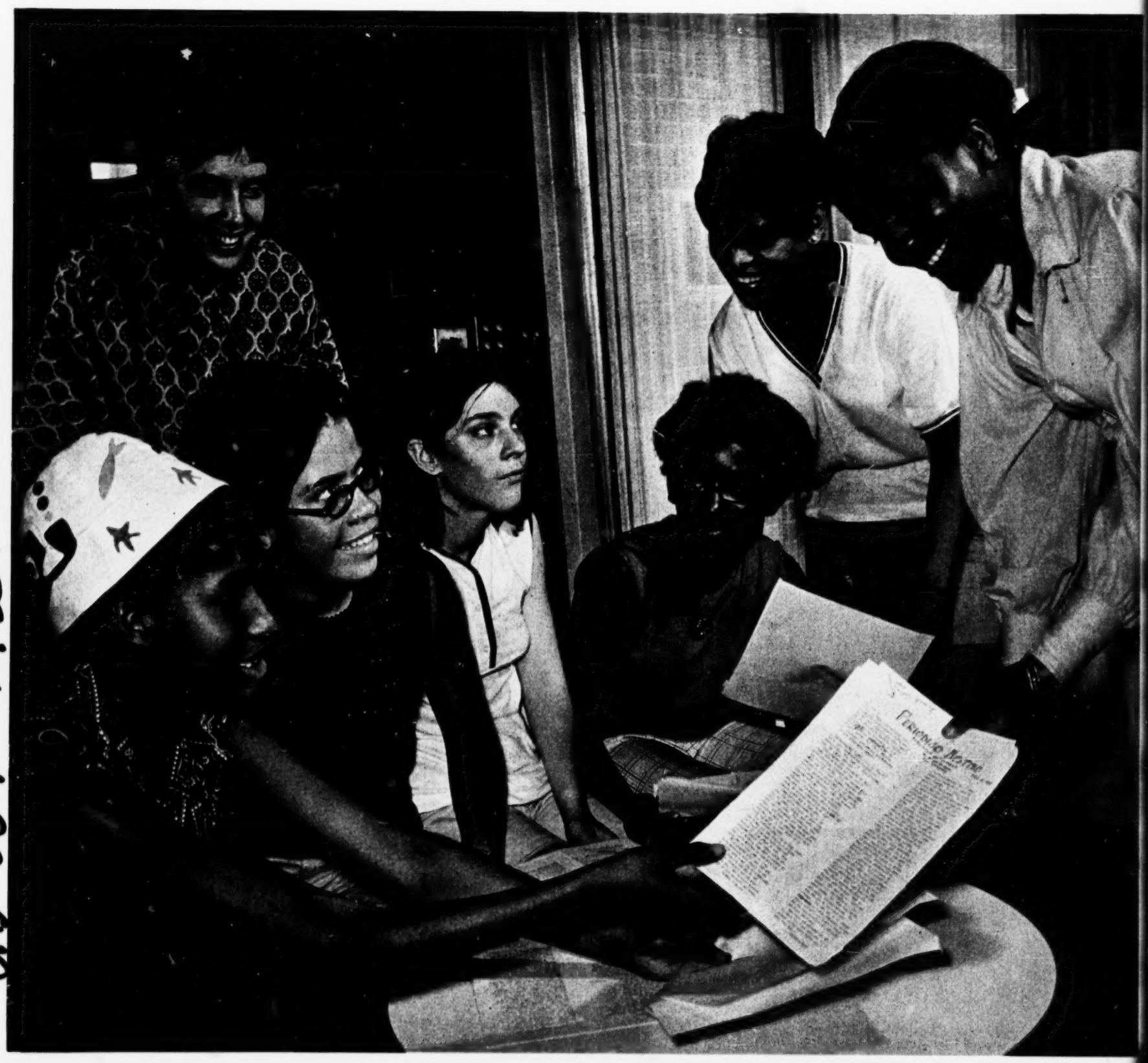
REPORT – 1968
ABC SUMMER PROGRAM



UD 007 942

MOUNT HOLYOKE COLLEGE, SOUTH HADLEY, MASSACHUSETTS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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1968

ABC SUMMER PROGRAM

Sponsored by

MOUNT HOLYOKE COLLEGE

Assisted by the Rockefeller Foundation

for

students recruited by

A BETTER CHANCE

Independent Schools Talent Search

Report by Frances M. Kerr, *Director*
Valerie E. Russell, *Assistant Director*

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ABC Responsibility	Name	Previous Academic Year
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	Constance Cushman	1968	Political Science
	Virginia M. Dudeck	1969	Economics
	Julia Z. Halevy	1969	English
	Violet D. Harrington	1970	English
	Glenda L. Partee	1969	Studio Art
	Libby J. Recknagel	1970	Psychology
	Susan D. Rieger	1968	English Literature
	Patricia R. Sobers	1970	Psychology
	Nancy F. Stowe	1968	Political Science

PREFACE

T. S. Eliot, describing the problem of human fallibility, wrote:

Between the idea
And the reality
Between the motion
And the act...

Between the conception
And the creation
Between the emotion
And the response
Falls the Shadow

Many shadows appeared between the idea and the reality of the 1968 Mount Holyoke College ABC Summer Program, as is so in any undertaking of such great importance and magnitude. The first had to do with whether or not we could have an ABC Program during the summer of 1968. The original grants covering a three-year period (1965 through 1967) had expired. Without funds, we concluded, the 1967 program would be our last.

However, at the end of the 1967 program, a group of Mount Holyoke undergraduates who had served as tutors decided to make an effort to extend the life of ABC on the campus and to offer its benefits to yet another group of disadvantaged high school girls. When the College reconvened in the fall, they set out to bring this to pass--their goal to raise $25,000 toward the cost of the program. Soon, as a result of their appeals, the entire College community was involved in the effort to raise funds for ABC. Over $14,000 was raised through student pledges to Campus Chest. Other funds were committed by the senior class, the junior class, the faculty, and a variety of other campus groups. Many gifts came from alumnae.

Responding generously to the College's efforts to raise the balance necessary, the Rockefeller Foundation made a new grant of $50,000, thereby assuring a program for 70 students.

This summer, as in previous years, our objective was one of enrichment but, even more importantly, our task was to reveal to our students their <u>own</u>

power. This power is intellectual, verbal, creative, social, and it is human. It is also crucial in meeting the demands of our increasingly complex society.

It is always difficult to assess the outcome of such a task. In some cases we left more of a feeling of powerlessness than of power. But we were convinced that such a discovery by a youngster could result in an important acceptance of reality which ultimately leads to strength, given a truly newfound desire to deal with issues and responses honestly.

Several problems this summer played a role external to any program presentation. Because the program was six rather than eight weeks in duration, we had to turn many corners on a skid, and perhaps much of the awareness which was developing at the end might have been brought into sharper focus with two more weeks. With more time we could have been less intense in our programs and certainly our approach. To have been able to do so would undoubtedly have made a great difference to both the faculty and tutors, who nonetheless gave phenomenal amounts of energy and service in the creation of the overall offering.

Secondly, the shadow of the war which has touched the lives of many of the students in an intimate way, racial tensions growing out of conditions in the cities, the riots, threatening presidential campaign rhetoric, and indeed the recent assassinations of Dr. King and Senator Kennedy created a mood of withdrawal and defensiveness and silence which was in sharp contrast to the reaching out and openness which had always been evident even in early days of previous programs. Life in our society is much more nihilistic on the surface and it was reflected in attitudes and responses to specific programs. An example of the feeling of powerlessness was evident in the group's response to the film, The Parable. Whereas last year's group saw it as a symbolic representation of a vague generality concerning sacrifice and service and were only secondarily moved by its impact, this year the group went away in tears and

interpreted its message in direct relation to the life and sacrificial death of Dr. Martin Luther King. These feelings of powerlessness and of despair were evident at the beginning of the program in the restraint of students, their unwillingness to articulate attitudes and reactions. And, as we discovered later, there was much hostility and confusion which prevented free discussion from taking place in the old safe and comfortable ways.

The very existence of these shadows, however, are what made the ABC Program in 1968 such an unusual and challenging one. Under these conditions, creativity, growth, openness, and the beginnings of awareness were even more deeply rewarding and perhaps more potentially promising than ever before.

An important achievement this summer was the understanding arrived at in our racially heterogeneous setting. Although the group was predominantly Negro, Puerto Ricans, whites, and a Chinese student were also participants. The racial composition which might have proved to be reinforcing of the present hostilities became a great blessing and the students became aware of its barrier-breaking potential early as they changed the name of their newspaper from The Prospector to Periódico Mestizo (the paper of mixed peoples). It enabled a greater freeing of humanity at the end. Indeed there were numerous instances of "facing the enemy" and discovering that he was human too.

For the first time a 14-year-old Negro girl from Mississippi had an integrative experience. The Puerto Rican girl from the North related to the black girl who lived at the other end of her block in a ghetto-walled city. The rural town individual met her city cousin and vice versa and the experience was a nourishing one. A principal from a large metropolitan school had an opportunity to teach and to relate to youngsters in a classroom setting developing as a result new perspectives on the needs of the students in his school and of the communities in which they live. A department head from an exclusive private school for girls deepened her understanding of the problems blacks can

encounter in the midst of a predominantly white society and those of any minority group in the midst of a sometimes hostile majority. She is now so much more understanding of the growing minority of black students at her school and of their demands for a cultural pluralism which will enable them to survive without being totally assimilated in a different culture.

No summary of events could be complete without a tribute to this year's outstanding staff--teachers, tutors, and volunteers. They were a remarkable group of individuals who by the end of the six weeks had become a remarkable working unit. The teachers, all from diverse backgrounds, were effective and giving.

No praise could be too high for the resident tutors for their total commitment of energy and gifts. These students and many others like them who helped to make ABC a reality in 1968 are a great source of strength to the Mount Holyoke College community.

SELECTION OF STUDENTS

The 71 students were selected by the director of the program. They represented large cities and small towns in 13 states. Their ages ranged from 13 to 17 with an average age of 15.

Of the group 62 were recruited by A Better Chance/Independent Schools Talent Search (ABC/ISTS). Seven girls were recommended for the summer program by guidance counselors and teachers and two by the education director of Northern Educational Service, Inc. (NES), a tutoring program in Springfield, Massachusetts.

Criteria used in the selection of the girls were the same as those employed last year, preference being given to students whose family and environmental circumstances were indicative of extensive social, economic, or educational deprivation but whose school records showed motivation and the potential for further personal and academic growth.

Thus the majority of the students could be described as achieving at an average level or slightly above. This summer, we also selected a small group of students with low achievement levels. These students were attending ineffective schools and their grades were low in comparison to those of the majority. Each, however, had received the endorsement of a guidance counselor or a teacher. It was anticipated that with a summer of academic enrichment and concentrated tutoring the students would make appreciable gains toward overcoming their academic deficiencies.

An effort was made to limit selection to girls residing on or near the east coast of the United States and to include students who would provide a cultural and racial diversity. Negroes were again the majority. Ethnically the group was distributed as follows: Caucasian, 6; Chinese, 1; Negro, 54; and Puerto Rican, 10.

THE PROGRAM

The major objectives of the program were to identify disadvantaged high school students with the potential for college; to help them strengthen their academic skills and achievement; and to encourage them to seek college admission upon the completion of high school.

The curriculum stressed mathematics and English. This year a formal course in reading was not offered. Study skills, vocabulary building, and reading comprehension, previously aspects of the reading program, were incorporated in the English program. The number of English teachers was increased so that class size remained small, ranging from eight to fourteen.

Students received nine periods of mathematics and nine periods of English a week. Class periods were 55 minutes long. Included in the daily schedule was a mid-morning study period which served as a time for student-teacher conferences and tutoring. The mid-morning study hall was supervised by faculty.

A two-hour evening study period supervised by resident tutors was held Monday through Friday. Teachers from each discipline were available to help students needing assistance.

The extra-academic program was designed to respond to the contemporary personal, cultural, and social concerns and interests common among youngsters with special emphasis on the concerns of minorities.

Activities included seminars; worship services; mathematics, science, and psychology clubs; a social service project; the newspaper and literary magazine; art; drama club; sewing and knitting; and tennis.

Reports of the English and mathematics coordinators, physical education instructors, and summaries of extracurricular activities follow.

ENGLISH COORDINATOR'S REPORT

by Mary Nash Cox

Because the program was shortened from eight to six weeks, we had to revise our plans and goals. Our most immediate objectives were to try to give the student confidence in her own ability, strengthen her skills in reading and writing, and enlarge her understanding of human experience.

Limited by time, we integrated reading skills into the English course instead of offering specific classes in reading as we had in the past. This made it possible to schedule all English classes at the same time, and we were able to combine classes for special purposes such as seeing films, hearing speakers, or listening to tapes. To facilitate sectioning, the girls were asked to write their responses to two questions (see Note at end of this section). All of the English teachers scanned these papers to evaluate each student. Then we tried to balance the strong and weak students in each section; however, all girls entering the junior year in the fall were assigned to one class.

The Family of Man

This year the focus of the English program included both verbal and nonverbal communication. Our study was unified by emphasis on basic problems in communication. Before the girls could express themselves freely, they had to realize they each had something worthwhile to say. So we began the summer with pictures from The Family of Man to introduce some of the aspects of communication, such as the photographer's point of view and the selection and arrangement of details, which would be emphasized later in studying literature. As a result, the students began to see the variety of ways in which meaning is conveyed.

Written assignments on the pictures varied: strictly objective descriptions, original stories based on the people or the situation in a picture, or finding a picture in which the student saw herself. The difference between

objective and subjective description was stressed, and this led to a discussion of denotation and connotation. Word games were played to illustrate the differences. After discussing the arrangement of details in a single picture, we went on to the way in which the entire book was organized and how the theme was developed. All the English classes met together one day to hear a tape, The Family of Man in Sound, and then we compared the visual and aural experiences.

Poetry

Poetry was easily related to photography. A number of poems from American Negro Poetry and The Pocket Book of Modern Verse were read. Students wrote analytical papers on the use of imagery, theme, and structure. Occasionally, creative papers were assigned in connection with poems being studied. After reading "My Last Duchess," the girls used their imagination to recount what the envoy might have said to the count after the episode described in the poem. In some cases, short written summaries of poems were required before the poem was discussed in class. Modern music and folk music were played to reveal their poetic value, and the synthesis of poetry and music was discussed after hearing a recording of poems, such as Ferlinghetti's "Dog," read with a jazz background.

Before the girls saw the film, Robert Frost: Lover's Quarrel with the World, they read a selection of his poetry. In studying American Negro Poetry, we often found the focus of our discussions shifting to contemporary racial problems. Special emphasis was placed on Langston Hughes.

After the girls had read a variety of poetry, the question of value judgments was raised; good and bad poems were compared, and aesthetic and moral judgments were discussed.

Drama

Although some students had read The Miracle Worker, the play dealt with problems that enlarged the students' view of the complexities of verbal and nonverbal communication. We discussed the conflicts within the play, and the girls had a chance to develop their ideas in a paper. We compared the techniques of

reading a play with those of a poem or novel and considered the production problems of this particular play. In comparing The Story of My Life with The Miracle Worker, we were able to draw conclusions about the playwright's treatment of character and plot. Perhaps the play came most alive when the girls acted out scenes; this made them aware of the problems confronting the actor. In one class, students were blindfolded and asked to identify objects and explore the classroom and people in it, relying only on their sense of touch.

Before going to Stratford to see a production of Love's Labour's Lost, the students studied the play cursorily so that their experience would be more meaningful. Because of the difficulties of the play, the students were given a plot summary. We prefaced our study with a comparison of Elizabethan views on art, language, and sex with those of the twentieth century; and we discussed situation comedy and its appeal today and during Shakespeare's time. Several key scenes were read aloud, and the sonnet as a form and integral part of the play was studied. Throughout, we tried to emphasize the relevance of the play in our own period. Perhaps this was most apparent in the production we saw at Stratford since current fads were satirized in a rock and roll interpretation of the play.

We had already discussed basic problems in reading drama, so we focused upon questions specifically related to directing a Shakespeare play, such as acting, blocking, and interpretation. In one class, drama reviews were discussed, and after the trip to Stratford, each girl wrote a review of the production.

Wednesday Novel Discussions

We felt that we had to approach the novel in a different way from preceding summers in order to cover a variety of material, so two periods every Wednesday were set aside for the discussion of a specific novel. Each student signed up to read and discuss a novel from a list of five or six novels which varied from week to week. A copy of the book was put in her mailbox, and she then had a

week to read the novel. Discussion groups varied in size and the success of the group usually depended on the combination of girls involved.

Reading ability proved to be more important than grade level. We tried to encourage weaker readers to choose less demanding novels. Good readers, some of whom were among the youngest in the program, were unusually perceptive in discussing Go Tell It on the Mountain and the Invisible Man.

Special Projects

Although these projects differed from section to section, all of the students were given free assignments over the weekend so that they could explore any kind of writing which interested them. The only stipulation was that they turn in a paper on Monday. Some students wrote poetry, others descriptions, essays, or accounts of their activities at Mount Holyoke. Although the quality of these papers varied, during the summer many of the girls matured in their ability to evaluate their own experience and communicate their feelings.

The Psychology Department at Mount Holyoke College allowed us to use their closed circuit video tape system. Unfortunately, time was so limited that we never utilized the potential of video tape. In the future if teachers are familiar with the techniques involved, this system could be invaluable. Through a two-way mirror, we filmed a class discussing 1984 and then replayed it immediately. This simulation of life in 1984 made the girls more aware of how much of themselves, both verbally and non-verbally, is revealed to anyone watching.

At the end of the program, the students wrote a more extensive paper on a subject of their own choice. They used such varied forms as short stories, autobiographies, papers on literature, and original essays.

Final Comments

Except for the limitations imposed by the brevity of the program, the English course of study worked out well. The basis for success was the core of imaginative and committed teachers who had the time to work intensively

with the students in class and during study halls. Because of small classes, even in five weeks we were able to develop rapport which allowed each girl to develop her potential with varying degrees of success, depending on the individual. Each teacher was assisted by resident tutors who were particularly helpful in providing a link between class and evening study hall in the dormitory.

Each year's program will by necessity be different because of the combination of teachers and students. Although the coordinator plots the general outline, the English program should be an organic process, planned to meet the specific needs of the moment. It is this freedom for the teacher to use every resource he has to meet the student's needs that has made the English program so meaningful for everyone involved.

Note

Initial questions to facilitate sectioning

1. Have you read any books recently that you liked? If so, list their titles. From one of the books, choose a character who made a strong impression on you. Explain in specific detail exactly why the character impressed you. If you haven't read any books you particularly liked, choose a person from a television show or movie to discuss.

2. Who or what do you think you are going to miss the most this summer? Discuss in enough detail to make clear your reason for missing this person, object, or situation.

MATHEMATICS COORDINATOR'S REPORT

by Irwin N. Sokol

This summer, 1968, the mathematics program was different from past years in the very considerable number of students who were enrolled in the pre-algebra class (22), the lesser number in first year algebra (36), and the introduction of a geometry class for the first time (13).

Another difference was that most of the teachers came from urban public schools rather than from independent schools as they had in the past. Since the youngsters would be returning to their own public schools in September, it would be more realistic to have them taught by public school teachers but to get the best instructors possible.

An additional change was that classes were extended to one 55-minute period every other day and to two 55-minute periods on alternate days. Thus, there were fewer and larger classes, but classes to which more time could be devoted. Time and energy could be better concentrated in an effort to cover the entire texts. We later found that this was not possible, but it did give us a goal on which to focus.

Although many students were purported to have already completed the courses in which they were to be enrolled this summer, past experience had indicated that what was accepted as completed in many states would not really qualify as such in some others.

Subject placement was made after we received replies to a questionnaire we had sent to each home school asking for specific information on each child who was to be admitted into the program. The information was sifted, compared with the girls' complete records on file in the ABC office, and adjusted after the results were made known from the one and one-half hour long diagnostic test administered the second day.

With less than six weeks of class time available for instruction, beginning a new course would only scratch the surface. It would not bring the student very far into the subject and would make it extremely difficult for the youngster and for her teacher in September. (Until the rest of the class could catch up the girl would probably be bored and inattentive.)

It was therefore decided that the students would receive the greatest benefit if: (1) they repeated the course taken last year but with a strong text and a good teacher; (2) the course moved along quickly, reviewing, repairing, and renewing concepts not fully comprehended previously; and (3) the material taught not only covered the basic textual facts but was supplemented by a body of modern and enrichment topics to keep up or create an interest in mathematics and to better prepare them for their next mathematics course.

Our decision was confirmed when we saw how little most of the youngsters really knew. There were a few exceptions and these students were given some special work along with their regular lessons and were encouraged to assist the weaker students--both seemed to benefit from this experience.

Pre-algebra

All students who had not completed a formal course in algebra were placed in the pre-algebra class. The text used was Brumfiel, Eicholz, and Shanks' Introduction to Mathematics, a modern text. Because of the wide range of abilities present (diagnostic test scores from 4 to 66), and a comparatively large class, it became readily apparent that it would be difficult to teach this group.

After some experimentation, success, and frustration, the class was divided on double period days so that the stronger group could move ahead and the weaker group could have more work on fundamentals along with the regular work.

Although some of the material was review, for many it was entirely new. The students should now, however, be much better prepared for their first course in algebra in September.

First-Year Algebra

The two algebra classes were divided fairly homogeneously according to the scores received on the diagnostic test. Dolciani's Modern Algebra, Book I, was used as the text for the course. Although some of the youngsters may have been unhappy about repeating algebra, (very few showed it) it quickly became apparent to them that they had much to learn. Emphasis was placed on learning the "how and why" behind the algebraic principles. Much enrichment material was introduced as the opportunities presented themselves. At the pace the classes moved, there was little chance to become bored.

Again, the recommendations made by the department were realized and most of the students performed as expected--the only question marks were those who were question marks in the original placement. Considering the wide IQ range--from near 90 to over 140--it was to the credit of all that so much learning took place.

Unfortunately, time (and in some cases, lack of mathematical knowledge, too) did not permit us to cover all that needed to be covered. Some youngsters who had credit for a year of algebra had not even advanced as far as we did this summer. They will be lacking an important segment of their algebraic background. Most of the girls will be ready for geometry.

Geometry

This course attempted to review, reinforce, and enrich the year of geometry with an eye toward preparing the youngsters for their next course in algebra. Two weeks were spent in developing the necessary background for common understanding and in the examination and proof of the more important theorems.

Since time moved so quickly, certain chapters of the text, Jurgensen, Donnelly, and Dolciani's Modern Geometry--Structure and Method, were deleted. It was decided to cover those chapters which would give the students the most motivation and a review of algebra, with emphasis on problem-solving. Much of this material was entirely new to many of the girls.

The mathematics department felt that it had completed almost all of its objectives; that the students ended the summer better prepared for the coming year; that the girls now have a better respect for education in general and for teachers in particular; and that they formed a new concept of self--they found that they could "take the pace."

To help sustain the interest engendered in mathematics, a mathematics club was formed this summer. Thirteen girls fully enjoyed the educational experience. Beginning with a lesson on the operation of the slide rule, the youngsters were next taught some of the fundamentals of computer programming. This was followed with the putting to use of this knowledge by individual pupil operation of the Mount Holyoke-tie-in to the Dartmouth computer. The enthusiasm was so great that another special session was set up so that the girls could come back to challenge the computer further. The summer was climaxed with a visit to the computer installation at the home office of Massachusetts Mutual Life Insurance Company in Springfield.

PHYSICAL EDUCATION REPORT

Swimming

Swimming classes were forced into cancellation the first three scheduled days of the program when the water temperature was a chilly 68°. Volleyball was conducted on these days in the upstairs gymnasium.

A swimming proficiency test was administered at the onset of the program to place those girls in classes beyond the beginning level. The test consisted of

1. Jumping into deep water and leveling off
2. Front crawl, half the length of the pool
3. Turn over, float motionless for 30 seconds
4. Continue on the back into the shallow end using any preferred stroke

Nineteen girls passed the initial proficiency test and were distributed in the following manner: 11 advanced beginners; 7 intermediates; and 1 swimmer. We were fortunate in having the assistance of five resident tutors, two of whom held a Water Safety Instructor's certificate. Their individualized attention helped to bring many a slower student up to the skill level of the rest of the group. Time off was distributed among these five girls on alternate days to insure an adequate coverage of teaching stations.

The remaining students (52 girls) had no previous swimming instruction, and many had a general fear of the water that was not readily overcome in certain instances. In general, however, the motivation appeared high, and even the least skilled individual experienced some success in swimming.

Excluding the three days in which volleyball was played because of the temperature of the water, we had approximately 25 half-hour instructional meetings with the girls.

After the fifteenth instructional meeting, the beginning class was divided into deep and shallow water groups, so that those girls who were progressing rapidly would not be held back. Five instructors in the pool area rendered

this move possible and still insured adequate coverage of teaching stations. The division took place on the basis of evaluation of performance on standards of proficiecy as established by the American Red Cross. These tests were administered twice during the summer--once after the fifteenth instructional meeting and again at the end of the summer for the purpose of awarding Red Cross cards. Of 52 non-swimmers at the onset of the program, 19 received beginning cards. In addition, eight advanced-beginner, six intermediate, and two swimmer certificates were awarded.

The novelty swim meet and the student-faculty volleyball game, both held near the end of the program, proved to be very successful.

Dance

The dance program consisted of five 30-minute meetings a week. Two of the five periods were devoted to exercise and discussion concerning the role of exercise in health, weight control, and vitality. Posture and body mechanics, as they relate to total body fitness, were included.

The remaining three periods were devoted to folk dancing. Folk dances from many countries (America, Israel, Greece, Italy, Scotland, England, etc.) were taught and the girls were encouraged to apply their own interpretation to the execution of steps and step sequences. Movement inhibition, perhaps due to the strangeness of a new realm of movement experience or fear of group ridicule, was apparent in about half of the class. As the program entered its second half, however, this inhibition began to diminish particularly when the girls were involved in dances which were familiar to them, i.e., dances learned early in the program.

The group as a whole seemed to lack the incentive for or the challenge of learning a more difficult or intricate folk dance pattern. They seemed content to learn and perform the patterns of simple, rudimentary folk dances. This may have been due to the very large class size and consequent lack of opportunity for individual attention.

Those who were not inhibited in their movement and accepted the challenge of the harder folk dances did exceedingly well. However, this was not the majority of the group.

A folk dance festival was presented on arts festival weekend. About 20 girls participated in presenting eight folk dances. Costumes were borrowed from the Physical Education Department of Mount Holyoke College. Those who volunteered to participate in the program were the ones who had excelled in class. The program went smoothly and was enjoyed, especially by the participants.

THE ABC SEMINAR

The ABC seminar continued to be the most crucial element of the extra-academic program. Again the programs were focused specifically toward establishing a trend in topics which, hopefully, would coincide with the development of the group as a whole. The format consisted of films, plays, and speakers followed by discussions in small groups which changed in composition several times in the course of the summer. The topics were interesting and varied and included the following:

The Zoo Story: readings from a play concerning alienation and loneliness.

The Detached Americans: an excellent movie which discusses the problems of uninvolvement of individuals and groups in the social problems of our communities and of our country.

The Situation of the Poor (in two parts): This was an attempt to examine the social and economic problems existing in the cities today. The Reverend Cameron Byrd from Roxbury, Massachusetts, was the speaker and discussion leader. He spent two days with us during which time he engaged in a number of individual and small group conferences which had a significant impact for the participants.

On Violence: This seminar was designed to be an extension of the previous one. Emphasis was placed upon violence as a resultant of the situation of the poor. It was this seminar which was the turning point in the series as it provided a vent for previously controlled feelings of hostility and confusion to come to the surface. From this point on students were more open and less restrained about what was really going on inside themselves enabling the faculty and tutors to deal with their concerns in more constructive ways. This seminar was led by the Reverend David King of Springfield.

The Magician: a movie which showed how violence is extended beyond personal and group relationships into deception and ultimately into war. It is a

philosophical, subtle, and brutal movie. Its impact was greatest for the adults who viewed it. Perhaps it would have been a better approach to have had a speaker to talk about the war in Vietnam in order to enhance the students' understanding of discussions going on regarding issues relating to that specific conflict. We felt that this was our least successful offering.

On Sexuality: This was by far our most effective seminar. It was led by the Reverend Thayer Greene, a young practicing lay psychoanalyst and former minister from New York City. Mr. Greene's approach was to define sexuality and morality as he saw it. He spoke of basic psychological differences between men and women, of kinds of love, and in extreme candor of considerations upon which individuals should base decisions concerning their sexual life. At the end of an hour and a half talk during which the students were interested and most attentive, he answered specific questions which students had written out and submitted beforehand. The responses like the lecture were positive and based on a sound personal and group ethic. This presentation was effective because it dealt with a major concern of youth but also because it demonstrated how a knowledgeable and sensitive individual with technical skills can bridge the gap between social backgrounds and values and even ages.

WORSHIP SERVICES

This year we continued to present a varied worship experience, experimenting with new forms of liturgy and symbols which, hopefully, speak to young people in these times. Folk music was used interchangeably with gospel and freedom songs in place of hymns. The meditation on one occasion was focused on the movie, The Parable, and on another around a creative dance by tutors, "The Lord of the Dance." Only at one point did we have an outside speaker, the Reverend Cameron Byrd, who spoke on "The Situation of the Poor."

The basic philosophy behind such a worship structure was to reawaken the human consciousness to the fact that religion is an everyday response to the ordinary and daily process of life. A worship service is merely the celebration, confession, and affirmation of the community to such daily happenings. Through the use of contemporary poetry and songs, we attempted to interpret the gospel in such everyday language. Through a varied approach we hoped to encourage spontaneity of such celebration and confession. Aides in achieving this were such things as headlines from daily papers, readings by groups of students, and widened sharing of leadership responsibilities among a number of tutors and students.

In responses to the program by the students, there was some very positive reaction to such an approach and it served well in nurturing the spiritual life of the ABC community which in its religious diversity could find some common ground through the contemporary approach for the act of worship. This helped greatly in the breaking down of the walls between races and traditions and in creating a religious experience during the summer.

CREATIVE ACTIVITIES

Activities this year were exceptionally diversified and well-organized. From the point of view of student involvement and depth of interest they were highly successful. The tutors and faculty brought imagination and unique skills to their endeavors and, as the period of time available for work was short, they are to be commended for the considerable number of projects begun and completed. A summary and evaluation of activities follow.

Science and Psychology Clubs

Forty percent of the group elected science club as an activity. Because this number proved to be unwieldy, it was divided and 15 of the group formed a psychology club.

The science club was designed not so much to expose the girls to scientific facts but rather to give them an idea of the working and thinking of a scientist. The theme was evolution, chosen because of its place as one of the fundamental uniting principles of science. Included were lectures, field trips, and laboratory experiences.

The major experiment was to look at the metamorphosis of a tadpole to a frog as an approximation of the evolutionary progression. The girls were divided into three groups and were responsible for feeding, observing, and recording of data for their tadpoles. One group handled the control part of the experiment; another worked with chemically induced metamorphosis; and the last group did a regeneration experiment.

The activities of the psychology club were geared to respond to some of the expressed interests of the participants and included a guided tour of the Mount Holyoke College Psychology and Education Building with visits to the animal laboratories, computer facilities, workshops, and children's laboratories. A major attempt was made to eliminate many of the misconceptions that many persons have concerning what psychology is and does.

Although all of the goals of these two clubs were not reached, a great deal of interest and enthusiasm was stimulated.

Sewing and Knitting

Due to the generosity of two persons who volunteered their services, we were able to begin a new activity, sewing. This club too was bombarded by interested students. Since the initial enrollment was close to 30 it was necessary to divide the number into sewing and knitting groups.

The project for the knitting group was to complete a pair of slippers. Some girls were able to accomplish this by the end of the program while others who found that they had difficulty mastering the skills practiced the stitches.

The objective of the sewing class was to introduce dressmaking to girls who had never attempted it before and to improve upon the skills of those with dressmaking experience. The group's project was the completion of a dress by each girl. Miss Patricia Wood, a professional seamstress who volunteered her services, suggested that a pattern including zipper, sleeves, and facings would provide an opportunity for the students to deal with vital dressmaking areas. She also demonstrated the fitting of patterns to individual body proportions which each girl then did with her own pattern. Due to the limited number of weekly meetings, extra sessions during the girls' free time to supplement class time made it possible for a few girls to finish their garments before the end of the program. Others were able to complete major sections leaving only finishing to be done at home.

Dramatic Club

The accomplishments of the drama group were amazing considering the limited time for rehearsals and memorization. The programs were varied and for the most part well-done. The arts festival was a hit and added the element of achieving the "mission impossible" for the entire program. The students

presented the courtroom scene of Harper Lee's To Kill a Mockingbird; several scenes from Under Milkwood by Dylan Thomas; and two selections from West Side Story, "America" and "I Feel Pretty." The girls also read poems, some of their own and others by modern Afro-American poets.

For the boys of the Williams College ABC Program, the girls in two weeks prepared and presented scenes from The King and I which perhaps was the greatest miracle as all lines were memorized and since some scenes had been practiced only once. Mrs. Tamara Knell of the Mount Holyoke College Music Department who assisted in this production said that in her varied career she had never worked with youngsters more willing to learn and remember directions.

Tennis

Tennis was taught this year as an extracurricular activity rather than a regular sports activity. A few students took advantage of the offering though at times it was just too hot to play. Those who persisted improved as the summer progressed, and they played on free time with members of the faculty, tutors, and other students.

Art

Art was geared more toward art appreciation than toward arts and crafts. An attempt was made to acquaint students with differences in media and with the vocabulary needed to discuss and understand works of art, to show the students the relevance of visual art in their lives and how it can be used to communicate in the same way as poetry, drama, and dance are used.

Background experiences included viewing and discussing slides and various works of art. Two classes were devoted to sketching and learning to really look at objects. Students then progressed to making designs of colored paper. In this segment color relationships were stressed. Collage-making intrigued most of the girls and several created works which dealt with the contemporary political or social scene and were powerful in the feeling they projected.

The final project was to make a mobile, an exercise concerned with considering balance and forms in space.

As an introduction to art for many, the summer's offering awakened and stimulated an interest which, hopefully, will be carried out at home according to the student's own preference through individual experimentation, museum visits, etc.

Newspaper and Literary Magazine

The newspaper served as a vehicle for sharing creative writing and for straight reporting of activities and impressions. A literary magazine which was published and distributed at the end of the program provided a second media for individual creative expression and, for the group, a lasting reminder of the talents and thoughts of some of its individual members. Trips to a nearby printing plant and to the local newspaper gave the students who shared these two activities an opportunity to see these aspects of publishing.

Film

A small group of students met twice a week with one of the English instructors and a resident tutor for the purpose of exploring the use of film as a communication medium. Students learned how to use a variety of cameras and how to select subjects of interest and significance to record. Several short movies were made, some containing pertinent contemporary social comment and others to be enjoyed for the humor therein. These films were shared with the entire group in a festival of films during the arts weekend.

Mathematics Club

The mathematics club focused on computers and their use. Students had access to the Mount Holyoke teletype hookup to the GE 635 computer at Dartmouth. A session on the use of the slide rule served as an introduction to the computer. After students were familiar with BASIC, the Dartmouth computer language, they were given the opportunity to write a simple program and to see the computer in operation.

The final meeting was a trip to the Massachusetts Mutual Life Insurance Company for a tour of their data processing center which uses a variety of computers and other electronic equipment.

Volunteer Activity

Perhaps the most unique and the most valuable of our activities was the biweekly visits to the Belchertown State School. This provided an opportunity, in a summer devoted chiefly to self-improvement, for our students to render a service to groups of mentally retarded children. Forty-seven of the 71 girls signed up to participate and few failed to continue throughout the program although the privilege of dropping out was always a very open option. Several students discovered that they possessed a kind of compassion of which they had previously been unaware. Especially interesting, was the fact that those students who in the ABC Program were most deviant were the ones who were successful in their relationships with the Belchertown youngsters.

For some, the experience may have opened career possibilities and for others merely an awareness of the gifts they have to share and of the blessings which, in spite of social circumstances, are theirs.

The following resident tutors served as advisors for the various activities:

Art	Glenda L. Partee
Belchertown State School	Nancy E. Bachman
Dramatic Club	Julia Z. Halevy and Violet D. Harrington
Film	Constance Cushman
Literary Magazine	Nancy F. Stowe
Newspaper	Susan D. Rieger
Science Club	Virginia M. Dudeck and Libby J. Recknagel
Sewing	Patricia R. Sobers
Student Council	Nancy F. Stowe

EXTRA WEEKEND TUTOR GROUP ACTIVITIES

Because of the shortening of the program, weekend tutor group trips were kept to a minimum of three this summer. Other weekends were devoted to activities planned for the entire group. For the most part, experiences seemed to be positive and were certainly crucial at the beginning of the program in aiding members of the groups to become acquainted and trusting of each other.

Though it was good to have weekends free at the beginning of the program, for this reason, unfortunately, the dates did not coincide with the best of the cultural offerings around the Connecticut Valley. All groups, however, managed to share some form of cultural activity either at the University of Massachusetts, the Williamstown Theatre, or the Red Fox Music Barn in New Marlboro. The latter again proved to be the most enjoyable of these.

Other experiences included camping, picnics, and sightseeing tours in the areas near South Hadley and in Boston.

The weekend trips continued to serve a valuable function in providing diversity of opportunity to experience natural surroundings in ways that had not hitherto been possible and to enjoy cultural experiences in new and different settings as well as a chance just to get away from the campus.

MEDICAL REPORT

by Geraldine W. S. Shirley, M.D.

As in previous years, each girl was asked to have a physical examination, either a negative chest plate or tuberculin test, immunizations, and an eye examination before admission. The response was excellent.

As promptly after arrival as possible, each girl was given a physical examination. No serious pathology was found. The most common defect was dental caries. Twenty-one girls received dental care. There were 58 dental X-rays, 28 extractions, 74 fillings, and 7 other treatments.

The next most common defect was refractive error. Twelve girls had eye examinations and 12 received glasses. Two girls had their glasses repaired.

Two girls were hospitalized. An appendectomy was performed upon one. The other was admitted for observation (question of appendicitis) but was found to be negative and released the second day. There was one other surgical consultation for persistent abdominal pain.

An electroencephalogram was done on one girl because of attacks of syncope. It was found to be normal. The syncope cleared spontaneously.

One X-ray was taken to rule out the presence of glass in a laceration of the foot.

There were two cases of group A β haemolytic streptococcus tonsillitis and three cases of secretory otitis media. The remainder of the case load consisted of less significant illnesses such as the common cold, gastro-intestinal upsets, hay fever, minor injuries, dermatoses, and tension headaches

FINANCIAL REPORT

The 1968 ABC Summer Program for 71 students was financed by a grant of $50,000 made to the College by the Rockefeller Foundation and by contributions from Mount Holyoke College students, faculty, and alumnae. Indirect costs, including plant facilities, administrative services, insurance, and overhead, are contributed by Mount Holyoke College.

Expense Statement
Years Ended December 31

	1965	1966	1967	1968
Salaries and Wages Staff, faculty, resident tutors, and dormitory employees	$ 39,346	$ 49,493	$ 48,068	$ 38,776
Dormitory Expenses Board for students, faculty, staff and their families; utilities, laundry, and dormitory supplies	19,637	21,774	19,663	10,335
General Expenses Administrative: telephone, office supplies, postage, bus upkeep, printing, and maintenance	5,243	6,727	4,651	2,720
Social Security and other fringe benefits	1,539	3,338	3,443	2,600
Planning conference, recruitment of faculty, travel of students to and from South Hadley	4,890	7,772	5,093	4,345
Student expenses: books and educational supplies, clothing, medical expenses and insurance, weekly allowances, and laundry	6,953	5,185	5,201	4,750
Weekend trips and cultural activities	3,438	1,765	1,919	2,044
Total Direct Costs	$ 81,046	$ 96,054	$ 88,038	$ 65,570
Indirect Costs	22,748	16,576	16,207	12,619
Grand Total	$103,794	$112,630	$104,245	$ 78,189
Cost per student excluding indirect costs	$ 1,158	$ 1,372	$ 1,223	$ 924
Cost per student including indirect costs	$ 1,483	$ 1,609	$ 1,448	$ 1,101

SUMMARY OF RESEARCH--SUMMER, 1968

by Laraine Masters, Research Technician

The research conducted during the summer of 1968 followed the same general pattern as that of previous summers. Data concerning the progress of "ABCers" from 1965, 1966, and 1967 were reviewed. These data consisted mainly of academic reports and teacher evaluations. In addition, descriptive information, including academic achievement prior to ABC, geographical location, education of parents, and level of goals and other personal information were examined for the 1968 ABC participants.

The academic performance of the 1965 "ABCers" has remained remarkably stable over a three-year period. Once again, for 1967-1968, the highest percentage of grades consisted of B's, closely followed by C's. Of the 63 ABC girls who entered independent schools in September, 1965, 35 have graduated, 20 girls are in their final year of high school, and eight have either been dismissed or have withdrawn voluntarily. Only two of these eight left because of poor academic performance. Of the 35 graduates, 34 are either in college or have definite plans to enter college as of the summer of 1968.

A following of the ten girls who graduated from independent school and entered college in September, 1967 was continued. A questionnaire containing questions concerning both the academic and social aspects of college life was sent to these girls. The data from the questionnaires were not yet available at the writing of this report.

During the summer of 1966, 70 girls participated in the Mount Holyoke College ABC Program. All of these 70 girls entered independent schools in September, 1966. By September, 1967, 65 girls were still in independent schools. Of the five girls who withdrew, only one was for academic reasons. The distribution of grades for 1967-1968 for ABC-1966 is similar to that of ABC-1965. Once again, the highest percentage of grades were B's, closely followed by C's.

Of the 70 girls who entered independent schools, six began the eleventh grade. All of the six graduated from independent schools in June, 1968 and all of them plan to enter college in September, 1968.

For the most part, the 1967 ABC girls returned to their public junior and senior high schools instead of going on to independent schools. The pre-ABC and post-ABC grades of the 1967 students were compared. It was found that the grades for 1967-1968 were somewhat lower than they had been for 1966-1967. A chi square test for statistical significance was performed and showed that the difference in the grades for the two years approached, although it did not reach, significance at the .05 level. Possible explanations for this difference were suggested. The fact that the grades for the 1966-1967 year were mostly final grades, whereas the grades for the 1967-1968 analysis were, for the most part, not final grades was considered to be an important factor contributing to the difference.

In 1968, as in 1967, the ABC participants returned to their public junior and senior high schools rather than entering independent schools. The 1968 group was remarkably similar in many respects to their 1967 counterparts. A comparison of both SSAT scores and pre-ABC grades indicated no differences between the groups. The educations of the mothers of the 1968 "ABCers" were similar to those of previous summers: 54 percent did not have high school diplomas and only 11 percent had some sort of education beyond high school.

A questionnaire attempting to assess attitudes toward the ABC Program, specifically, and goals and values, in general, was answered by all the 1968 ABC girls. Results from this questionnaire indicate that the large majority of the students and parents experienced an initial positive reaction to the ABC Program. The attitudes toward education beyond high school were almost uniformly positive. Only one girl did not wish to go to college and 38 percent indicated a desire to continue their educations beyond the college level.

Eighty-six percent of the girls felt that ABC would help them in attaining their goals and 65 percent of these specifically mentioned the academic aspect as being strengthened by the program.

This report is merely one chapter in what will, hopefully, be an extensive and continuing investigation of the progress of all ABC participants. It cannot be overemphasized that the necessity for research of this type is urgent. The effectiveness of an ABC Program must be measured in whatever ways possible. It is only through a complete research effort that such measurement is feasible.

CONCLUSION

We can look back on the accomplishments of the summer with pride and with considerable satisfaction. Again we were able to offer excellent supplementary educational experiences to yet another group of aspiring but disadvantaged high school girls, experiences that were academic, social, cultural, and human. We are confident that at the conclusion of the summer our students had a greater awareness of their own capabilities and of the scope of learning--how much there is to learn and of the skills necessary to learn effectively. It is also our hope that they departed with a greater sense of the educational options presently existing for young people who are willing to prepare themselves.

Although much was accomplished, it was obvious to all of us at the end that we had hardly scratched a surface which, with more time, would have yielded greater discoveries and benefits. Six weeks with five weeks of actual class time was too short a time to accomplish what had been so valuable for other groups of students who had come to Mount Holyoke to participate in the ABC Summer Program. It is only after four weeks that the girls become relaxed enough in their work to build up their strengths; therefore with only a week remaining, we had a feeling of frustration that we could not capitalize on what they had gained. Furthermore, it would be impossible during the coming school year to provide the kind of follow-up assistance which would be necessary to sustain at a maximum level the gains that students had made. In so diverse a group the feeling of unity does not come quickly. Always in the past the last two weeks of the program were periods of substantial individual and collective growth.

Despite the limitations imposed by the length of the session, this was the most cohesive and unified program of the four. The faculty and resident tutors were closer together in outlook and spirit and worked especially well together to bring about a blending of curricular and extracurricular activities

in a pattern of effective continuity. The maturity of this year's tutorial staff was an important factor in bringing about these relationships and results. That our students were not as high-spirited as in the past has been mentioned elsewhere in this report. But the atmosphere created by the resident tutors was far more relaxed and informal and it was apparent that the girls felt more comfortable and at home. This atmosphere permeated the classroom as well as the dormitory.

As in the past the most important achievement of the summer may have been the building of self-esteem, which among the black students is crucial, and the creation of the kind of mutual respect and trust so essential if lines of communication are to be kept open and if useful cooperation is to exist among ethnic groups, especially blacks and whites. Wherever possible open discussion of social and economic problems facing minorities was encouraged. The inclusion of several discussions on Negro history by a guest history professor and the viewing of the CBS television series Of Black America served to bring all students interested in the subject of Negro history together.

A total of 285 students were enrolled in the four ABC Summer Programs held at Mount Holyoke. A far greater number of individuals and institutions combined their resources in a substantial commitment of dollars and facilities, skills and knowledge, human energy and faith to offer a program which proved to be experientially beneficial for all of its participants.

The students have spoken openly and with candor of its rewards as well as its limitations. Some of their comments are recorded in the ABC Report for 1967. Our own perceptions of its long-range value and our aspirations for the girls are beginning to merge in a satisfying reality as reports of college placements for graduating ABC students are received. With the exception of one, all of the girls from the 1965 and 1966 Mount Holyoke ABC Summer Programs who have graduated from high school are enrolled in college. All have substantial scholarship aid.

These two groups are composed of students who attended college preparatory oriented independent schools. They are also beneficiaries of recently improved opportunities in higher education for disadvantaged minority group youngsters.

Although the student participants in the 1967 and 1968 Mount Holyoke ABC Summer Programs did not have scholarships, a small number have since, through reapplication to ABC/ISTS, gained admission to independent schools. A few are enrolled in college oriented public school programs such as New York City's College Discovery Program, the Urban League's Student Transfer Education Plan, and ABC's public school component. The majority of the girls in the 1967 and 1968 groups will continue their education in their own community schools and without the extra stimulation special programs can provide or the individualized and vital counseling which so often makes the difference in directions taken and goals realized. Our greatest concern is for this group of girls, the first of whom will graduate from high school in June. We shall be eagerly awaiting reports from them.

APPENDICES

APPENDIX A

1968 ABC DAILY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
6:50 a.m.	Day begins							
7:15	Breakfast							
8:00 - 8:55	English	Math	English	Math	English	Math		
9:00 - 9:55	Math	English	Math	English	Math	English	Breakfast	9:00 a.m.
9:55 - 10:05	Break						Church and free time	
10:05 - 11:00	Study hall proctored by teachers; conferences; tutorials.							
11:05 - 12:00	English	Math	English	Math	English	Math		
12:15 p.m.	Lunch							
1:00 - 2:30	Assembly; Activities	Activities	Seminar	Activities	Activities	Saturday noon to Sunday supper is for tutor group outings.	Dinner	1:00 p.m.
2:45 - 4:00	Sports						Free time	
4:00 - 6:00	Free time						Supper	5:30
6:00	Dinner						Vespers	6:45
7:30 - 9:30	Room study or independent reading. Supervised by tutors.						Room study	8:00 - 9:30
10:15	Lights out daily except Saturday						Lights out	10:15

APPENDIX B

Geographic Distribution of 71 1968 ABC Students

Alabama	4
Florida	1
Georgia	5
Maryland	4
Massachusetts	7
Mississippi	4
New Jersey	6
New York	17
North Carolina	1
Ohio	5
Pennsylvania	6
Tennessee	3
Virginia	8

APPENDIX C

FAMILY AND STUDENT ACADEMIC PROFILE

NUMBER	FATHER EDUCATION	FATHER OCCUPATION	MOTHER EDUCATION	MOTHER OCCUPATION	FAMILY INCOME	MARITAL STATUS
1	4	Porter	9	Housewife	$3,626	Together
2	8	Maintenance man	10	Seamstress	6,000	Together
3	6	Merchant seaman	11	Housewife	5,000	Together
4	4	Deceased	4	Housewife	--	Widow
5	12	Laborer	12	Housewife	3,200	Together
6	8	Sanitation worker	12	Teacher's aide	4,928	Together
7	11	--	8	Housewife	Welfare	Separated
8	--	--	11	--	3,000	--
9	--	--	13	Head Cashier	4,092	Separated
10	--	--	12	Housewife	ADC	Divorced
11	5	Janitor	1	Housewife	1,500	Together
12	6	Chef	6	Seamstress	6,800	Together
13	13	--	13	Teacher	5,040	Separated
14	8	Retired	--	Housewife	--	Together
15	7	Painter	9	Housewife	--	Together
16	8	Retired due to disability	8	Domestic	4,108	Grand-parents
17	--	Deceased	8	Bag inspector	2,600	Widow
18	8	Coilbinder	14	Housewife	6,250	Together
19	--	--	12	Housewife	6,372	Stepfather
20	--	Deceased	2	Housewife	1,800	Widow
21	9	Laborer	12	Secretary	3,400	Separated
22	8	Displayman	12	Housewife	5,200	Stepfather
23	--	Disabled	--	Housewife	Welfare	Together

SIBLINGS	PLACE IN FAMILY	ADDRESS	SCHOOL ATTENDED	GRADE COMPLETED	AGE AS OF 6/30/68
5	2	New York, N. Y.	John S. Roberts J H S 45	8	14
4	2	Glen Allen, Va.	Virginia Randolph H S	10	15
2	3	Astoria, N. Y.	Hunter College H S	9	15
1	2	Alden, Ala.	Alden H S	9	15
4	2	Jackson, Miss.	John H. Powell J H S	9	15
5	1	Richmond, Va.	Benjamin A. Graves J H S	8	14
6	1	Philadelphia, Pa.	West Philadelphia H S	10	16
3	1	Dorchester, Mass.	Solomon Lewenberg S	8	14
1	2	Philadelphia, Pa.	West Philadelphia H S	10	16
10	2	Springfield, Mass.	High School of Commerce	10	16
4	1	Glen Allen, Va.	Virginia Randolph H S	9	15
1	1	Cleveland, Ohio	Willson J H S	9	14
0	1	Boston, Ga.	Magnolia H S	10	15
1	2	Philadelphia, Pa.	Masterman J H S	9	14
8	4	Dorchester, Mass.	P. T. Campbell S	8	14
0	1	Richmond, Va.	East End H S	8	14
5	6	Birmingham, Ala.	George W. Carver H S	9	15
5	5	Birmingham, Ala.	Parker H S	10	15
5	1	Columbus, Ohio	Everett J H S	9	15
1	2	Atlanta, Ga.	Carver Vocational H S	8	13
0	1	Baltimore, Md.	Lombard J H S	9	14
2	1	Bronx, N. Y.	J H S 149	9	14
4	2	Brooklyn, N. Y.	J H S 57	9	15

NUMBER	FATHER EDUCATION	FATHER OCCUPATION	MOTHER EDUCATION	MOTHER OCCUPATION	FAMILY INCOME	MARITAL STATUS
24	5	Laborer	11	Housewife	$2,200	Together
25	8	--	10	Housewife	5,000	Stepfather
26	15	Bookkeeper	LPN	Student	3,200	Separated
27	9	Factory worker	9	Factory worker	2,400	Separated
28	8	Truck driver	11	Housewife	--	Together
29	11	--	10	Cafeteria manager	10,044	Together
30	--	Minister	BS	Housewife	6,500	Together
31	12	Nurse's aide	12	Housewife	5,000	Together
32	7	Porter	10	Maid	4,940	Grand-parents
33	8	--	8	Typist	--	Separated
34	--	--	7	Domestic worker	1,500	Separated
35	12	Restaurant owner	12	Housewife	4,895	Together
36	8	Kitchen helper	--	Housewife	2,000	Together
37	10	--	12	LPN	4,000	Separated
38	10	Shipper	12	Hand finisher	7,200	Aunt and Uncle
39	10	Motor vehicle supervisor	13	Housewife	7,627	Together
40	10	Butcher	10	Housewife	7,215	Together
41	11	Unemployed	9	Factory worker	3,000	Together
42	--	--	12	Housewife	2,000	Divorced
43	12	Cook trainee	12	Housewife	2,975	Together
44	10	Cook	10	Teacher's aide	2,300	Separated
45	11	Cab driver	13	Student nurse	2,910	Separated
46	4	Laborer	12	Housewife	1,300	Divorced

BLINGS	PLACE IN FAMILY	ADDRESS	SCHOOL ATTENDED	GRADE COMPLETED	AGE AS OF 6/30/68
5	3	Henderson, N. C.	Henderson Institute	8	13
9	1	Rolling Fork, Miss.	Henry Weathers H S	8	14
1	1	New York, N. Y.	J H S 43, Manhattan	8	13
4	1	Trenton, N. J.	J H S Number 4	9	15
7	4	Townsend, Ga.	Todd-Grant H S	9	15
5	4	West Chester, Pa.	Stetson J H S	9	15
5	4	Farmville, Va.	Robert R. Moton H S	9	14
3	1	Bronx, N. Y.	Wadleigh J H S	9	15
1	1	Richmond, Va.	Mosby J H S	8	14
4	--	White Plains, N. Y.	White Plains H S	10	16
2	1	Savannah, Ga.	J. W. Hubert J H S	9	15
6	4	Meridian, Miss.	Carver J H S	9	14
1	1	Jersey City, N. J.	Ferris H S	10	17
2	2	Baltimore, Md.	Harlem Park J H S	8	13
1	1	Philadelphia, Pa.	Philadelphia H S for Girls	10	15
5	1	Memphis, Tenn.	Corry J H S	8	13
4	3	Bronx, N. Y.	J H S 149	9	14
1	2	Trenton, N. J.	J H S Number 4	9	15
2	2	Trenton, N. J.	J H S Number 3	9	15
2	2	Boston, Mass.	James P. Timilty J H S	9	14
3	1	Baltimore, Md.	Lombard J H S	9	15
1	1	Bronx, N. Y.	St. Thomas Aquinas S	8	13
3	1	Jackson, Miss.	John H. Powell J H S	9	15

NUMBER	FATHER EDUCATION	FATHER OCCUPATION	MOTHER EDUCATION	MOTHER OCCUPATION	FAMILY INCOME	MARITAL STATUS
47	--	--	8	Deceased	--	Aunt
48	12	Deceased	12	Housewife	$4,000	Widow
49	8	Merchant marine	10	Postal worker	5,600	Together
50	10	Guard	12	Housewife	4,000	Together
51	13	Lift operator	10	Sales lady	3,000	Divorced
52	6	Deceased	8	Day worker	6,000	Stepfather
53	11	Laborer	8	Electronics inspector	8,640	Together
54	9	Shipping clerk	9	Housewife	6,110	Together
55	12	Factory worker	12	Housewife	4,200	Together
56	12	Deceased	12	Office clerk	7,057	Widow
57	6	--	12	Deceased	4,992	Grandmother
58	--	--	8	Housewife	Welfare	Separated
59	10	--	12	Housewife	ADC	Divorced
60	8	Freight handler	12	Lunch room helper	7,000	Together
61	9	--	13	Housewife	1,200	Grandmother
62	--	--	11	Domestic worker	6,200	Aunt and Uncle
63	8	Truck driver	10	Housewife	4,600	Together
64	9	Laborer	10	Housewife	--	Stepfather
65	9	Mechanic	11	Housewife	4,700	Stepfather
66	10	Laborer	12	Policy Accountant	6,000	Together
67	11	Restaurant Manager	--	--	4,600	Separated
68	12	--	11	Cook	3,300	Separated

SIBLINGS	PLACE IN FAMILY	ADDRESS	SCHOOL ATTENDED	GRADE COMPLETED	AGE AS OF 6/30/68
5	4	Nashville, Tenn.	Haynes J H S	9	15
6	3	Brooklyn, N. Y.	Decatur J H S	8	13
3	2	Jersey City, N. J.	Ferris H S	10	14
0	1	Brooklyn, N. Y.	Sinnott I S 218	8	14
5	3	Richmond, Va.	Armstrong H S	10	16
4	3	Miami, Fla.	Brownsville J H S	9	15
1	1	New York, N. Y.	John S. Roberts J H S 45	8	14
1	1	Bronx, N. Y.	Dunbar J H S 120	9	14
2	2	Brooklyn, N. Y.	Ridgewood J H S	9	14
3	2	Cleveland, Ohio	Addison J H S	9	15
6	3	Roxbury, Mass.	Solomon Lewenberg S	8	15
1	2	New York, N. Y.	Dunbar J H S 120	9	14
1	2	Dorchester, Mass.	James P. Timilty J H S	9	15
5	3	New York, N. Y.	Wadleigh J H S	8	14
1	1	Bronx, N. Y.	J H S 149	9	14
3	4	Savannah, Ga.	J. W. Hubert J H S	9	14
2	1	Glen Allen, Va.	Virginia Randolph H S	10	16
8	3	Memphis, Tenn.	Porter J H S	9	15
3	4	Columbus, Ohio	Barrett J H S	9	14
2	1	Springfield, Mass.	High School of Commerce	10	16
0	1	Philadelphia, Pa.	Overbrook H S	10	16
4	3	Baltimore, Md.	Harlem Park J H S	9	14

NUMBER	FATHER EDUCATION	FATHER OCCUPATION	MOTHER EDUCATION	MOTHER OCCUPATION	FAMILY INCOME	MARITAL STATUS
69	9	Bus driver	12	Housewife	$7,500	Together
70	9	Laborer	--	Housewife	1,020	Grandmother
71	Law degree	Graffic control	BA	Social worker	7,487	Separated

SIBLINGS	PLACE IN FAMILY	ADDRESS	SCHOOL ATTENDED	GRADE COMPLETED	AGE AS OF 6/30/68
3	4	Trenton, N. J.	J H S Number 5	9	15
9	1	Birmingham, Ala.	George Washington Carver H S	9	15
4	1	Cleveland, Ohio	Collinwood H S	9	14

APPENDIX D

1968 ABC RESOURCE PERSONS

Mrs. M. M. Avent

Mrs. Geraldine T. Blackwell

Mr. George A. Boyd

Mr. and Mrs. Garvey E. Clarke

Mrs. Joseph B. Clower, Jr.

Mrs. Catherine M. Cooper

Miss Mary V. Davis

Mr. Norman B. Elmore

Miss Bessie Elowitz

Miss Val Femiano

Miss Adele W. Fing

Mrs. Mary Goode

Miss Thelma I. Goode

Mr. William J. Harding

Mrs. Alice B. Helm

Mr. Leroy A. Hill

Mrs. Theresa S. Hofstetter

Mrs. Jean W. Holmes

Mrs. Byrd Hopkins

Mr. Ocie J. Irons

Mrs. Vincent Iverson

Mrs. Minnie J. Jackson

Mrs. Sybil Kelly

Miss Linda K. Line

Mrs. Louisa L. Lockette

Mr. Hugh H. Mitchell

Mrs. Judith Morse

Mr. Ernest Parker

Mrs. Lillian M. Parker

Mr. Paul Parks

Mrs. William M. Pease

Mrs. Thelma H. Peterson

Mr. Edouard E. Plummer

Mrs. Gwendolyn D. Ragland

Miss Ruth C. Redding

Miss Marion Resnikoff

Mrs. Catherine W. Richardson

Mrs. Julian Robinson

Mr. Daniel Rosenstein

Mrs. Brenda B. Ross

Miss Rhoda Rothenberg

Mr. Bernard Rubin

Miss Phyllis H. Schlafman

Mr. Robert Stanley

Mr. Robert D. Storey

Mrs. Allegra W. Turner

Miss Laverne E. Wachuta

Mr. and Mrs. Harvey Weiner

Mrs. Elizabeth W. White

Miss Lue Julia Williams

APPENDIX E

LIST OF EVENTS

June 26 — Assembly: Mrs. Oliver W. Kerr, Director, ABC Summer Program

June 30 — Vesters: Movie - The Parable

July 1 — Assembly: Miss Glenda Partee, Resident Tutor. "The World of Art"

July 3 — Seminar: Bob Tucker and Hal Cooper. Readings from the Zoo Story

July 7 — Vespers: "The Community and I"

July 8 — Assembly: Assistant Professor Anthony E. Farnham, Mount Holyoke College. Love's Labour's Lost

July 10 — Seminar: Movie - The Detached Americans

July 11 — Trip to American Shakespeare Festival, Stratford, Connecticut, to see Love's Labour's Lost

July 14 — Vespers: The Reverend Cameron Byrd. "Situation of the Poor" (Part I)

July 15 — Assembly: The Reverend Byrd. "Situation of the Poor" (Part II)

July 17 — Seminar: The Reverend David King. "On Violence"

July 20 — Williams College ABC Program mixer at Mount Holyoke including the production of The King and I

July 21 — Sock-it-to-'em Sunday

July 22 — Morning study hall: Movie - Robert Frost: Lover's Quarrel with the World

Assembly: Miss Clara R. Ludwig, Director of Admissions, Mount Holyoke College. College Counseling

July 24 — Seminar: Movie - The Magician

July 25 — Swim party with Holyoke YWCA Summer Fun Girls at Mount Holyoke pool

July 27 — Mount Holyoke ABC Program mixer at Williams College

July 28 — Arts Festival

July 29 — Assembly: Mr. Benjamin Willis, National Regional Coordinator, Cooperative Program for Educational Opportunities (CPEO). College Counseling
Mr. Homer Platt, Personnel Representative for the Social Security Administration. Vocational Counseling

July 31 — Seminar: The Reverend Thayer Greene, minister and psychoanalyst. "On Sexuality"

Novelty Swim Meet

August 1 — Closing Exercises: Mrs. Oliver W. Kerr. "Where Do We Go from Here?"